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ABSTRACT

Intended as a guide to help California Community College administrators plan for and manage enrollment growth, this document provides information on preparing enrollment growth plans, recruiting and marketing, and developing financial resources. Following a preface, background information is provided on enrollment growth management (EGM), defining it as strategies designed to deal with problems associated with the enrollment of more students than can be served by existing resources. Next, policy questions pertaining to financial resources, leadership and control, economic development, and student mobility are addressed and suggestions are offered for developing an enrollment growth plan. References are then provided to state education code related to legal and compliance issues. The next sections provide charts showing strategies and questions for specific issues related to the following areas of EGM: (1) planning and participation; (2) maintaining the institutional mission and goals; (3) ensuring access and diversity for those most in need of community college education, particularly those from underrepresented groups; (4) recruitment and marketing, including outreach priorities, target mailing, and public relations; (5) course scheduling that both incorporates EGM strategies and reflects institutional priorities; (6) dealing with continuing students, focusing on probation and disqualification, student progress and course offerings, enrollment limits, and course repetition; (7) maximizing current resources; and (8) developing additional resources. Contains 10 references. The Napa Valley College enrollment management process report is appended. (TGI)

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ED 396 772

A GUIDE TO

ENROLLMENT GROWTH MANAGEMENT

IN THE

CALIFORNIA COMMUNITY COLLEGES:

A "How to Do It" Guide

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TASK FORCE ON ENROLLMENT GROWTH MANAGEMENT
COMMUNITY COLLEGE LEAGUE OF CALIFORNIA

August, 1992

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PREFACE

The Enrollment Growth Management (EGM) Task Force, a subgroup of the Community College League of California (CCLC) Commission on Education Policy, was charged with producing a basic "how-to" guide for use by community colleges in planning and decision-making related to managing enrollment growth. The suggestions in the guide are not meant to be exhaustive. They are a compilation of information gleaned from Task Force members, reports from colleges that have established EGM plans, workshop presentations, suggestions and ideas from individual faculty and administrators, and a limited review of other resources on the topic.

ACKNOWLEDGEMENTS

Since similar recommendations and ideas came from a number of sources, it is difficult to credit all sources; however, particular acknowledgement and appreciation goes to Dr. Dianne Van Hook, whose report on *Growth Management via Enrollment Management Practices,* contains many valuable suggestions about EGM.

We also wish to thank Nancy B. Ozsogomonyan of Brown and Conradi for permission to use some of the information she compiled on legal and regulatory matters related to enrollment management.

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ENROLLMENT GROWTH MANAGEMENT
DEFINITION AND BACKGROUND

In this guide, the term "enrollment growth management (EGM)" is defined as "strategies used to address the problems created by the enrollment or potential enrollment of too many students to be served by the available resources." With more than 65 California community college districts exceeding their Department of Finance enrollment caps during the past year, identifying ways to address enrollment growth while maintaining quality and access has been an important topic at workshops and meetings throughout the state.

As this document is being written, the state and the community colleges face serious budget shortages, the threat of significant fee increases and the potential for mandated enrollment priorities, either through differential fees or other means. Although enrollment concerns could well shift, overnight, from too many students to too few students, many of the same issues and strategies should be considered in addressing either a surfeit or a dearth of students.

In our attempt to identify and compile the issues and strategies related to EGM, a repeated phenomenon occurred. At each meeting or workshop, many participants had great difficulty redirecting their thinking from attracting students to controlling and limiting enrollments. The most consistently expressed concern was that strategies for EGM should not discourage or adversely impact the enrollment of underrepresented students. Clearly, California community college practitioners continue their deep commitment to open access for all and to the open door community college philosophy.

A number of factors are contributing to the growing interest in enrollment growth management:

- The Department of Finance's cap on enrollment growth has resulted in 53,007 unfunded full-time equivalent students (FTES) in 70 California commuunity college districts.

- The state's demographics point to continued growth in population, high school graduates and community college enrollments (See California Community Colleges *Important Trends for Community Colleges: 1992 Update).*

- Continued state budget shortfalls exacerbate the problems of maintaining quality of instruction and services in light of growing numbers of students.

- In a period of recession, more and more people are enrolling in training and retraining programs or returning to the community colleges for new career opportunities.

ENROLLMENT GROWTH MANAGEMENT POLICY QUESTIONS

Major policy questions related to EGM need to be addressed by those responsible for shaping educational, economic and social state policies:

- Can California maintain the open access to higher education assured by the *California Master Plan for Higher Education,* during a period of growing enrollments and declining financial resources?

- How will the state respond in a time of limited resources to the expectations of increasing numbers of underrepresented students, in particular, who are seeking first-time access to higher education, most often through the doors of community colleges?

- Should a limit be placed on the individual consumption of public, tax-supported higher education? If there is a limit, what should it be and what are the implications for lifelong learning, career retraining and related needs of persons with prior educational opportunities?

- A state versus local control issue is surfacing in enrollment growth management. If enrollment priorities are necessary, who should establish them?

- The practice of raising UC and CSU fees to improve funding for the four-year systems contributes to increased enrollment demands at community colleges. In addition, legislation is being proposed to officially redirect students from the four- to the two-year colleges. Yet, community colleges receive the lowest apportionment per FTES of all educational systems and their enrollment fees revert to the state, not the colleges. How will the community colleges be able to support the enrollment demands of redirected students?

- Community colleges are being asked to provide more assistance in strengthening the economy through job training, retraining, skills and literacy improvement, career redirection, small business assistance and economic development activities. How do we respond to these charges in an era of increased enrollment demands? In an era of unemployment and recession?

- Who should determine how the curriculum is used to influence enrollment practices and patterns?

- Should the costs of some state and/or federal mandates be controlled or eliminated to provide more funds for instruction?

- What can be done to expedite the students' movement through the educational system?

- Should regulations on educational progress, student probation, disqualification and dismissal be strengthened? If so, what are the implications for the community college goals of student support and second chance opportunities?

- Perhaps the most important policy question to ask is who will take the leadership in initiating policy level review of these concerns?

Some of these questions were being considered recently because of state budget problems, but decisions were being proposed without adequate analysis and data, particularly in relation to the potential impact on students and the system of higher education.

A community college educator in New York recently commented that he felt Californians concerned with higher education, as is true of any tragedy, were still at the "denial" stage in response to the state's fiscal crisis and limits on access to higher education; i.e., they were looking for solutions that would not require change. He felt that New York educators had moved past that phase, had finally accepted the reality of the serious problem in their state and were making hard decisions.

If California truly can no longer afford open access to higher education, one of the most important steps in enrollment growth management is to support policy level analysis and decision-making on the related issues.

ENROLLMENT GROWTH MANAGEMENT
DEVELOPING AN ENROLLMENT GROWTH PLAN

Some community college districts have developed and implemented enrollment management plans. Excerpts from a plan at Napa Valley College are included in the appendix to this document.

The following ideas and suggestions are offered as general items to consider in developing an EGM plan. Specific areas to consider follow this section.

QUESTIONS TO CONSIDER PRIOR TO GETTING STARTED ON AN EGM PLAN

- What is the magnitude of the problem for your college or district? What data do you have to document the problem, e.g., is the problem lack of access and room or not enough room at prime time?
- Do you need a short term and a long term plan?
- Who or what groups should participate in developing the plan?
- What type of plan design best fits your institution?
- For multi-college/campus districts, should plans be institution specific? What are the impacts of different plans?
- Who is responsible for the development, implementation and monitoring of the plan?
- How will the evaluation be conducted to determine the plan's effectiveness and appropriateness for your institution?

SOME IMPLICATIONS OF ENROLLMENT GROWTH BEYOND THE CAP

Before developing an EGM plan, examine the implications of significant unfunded growth for your institution:

- What are the costs to the college if enrollment is allowed to grow beyond what resources can support? What are the qualitative costs to the programs? What about the comprehensiveness of curriculum? What is the impact on student support services?

- What are the external factors that could improve or worsen the size of the district budget? Can some internal costs be reduced or handled more effectively to support additional enrollment opportunities?

- What is the impact on staff morale and workload created by the need to serve additional students, with no increase in resources?

- What are the implications for quality in having more students and less money for support in areas such as supplies, equipment, learning resources and laboratories?

- How will increased demands on support services be accommodated without apportionment funds to support programs such as counseling, matriculation, tutoring and financial aid, etc.?

SOME COMPONENTS OF AN EFFECTIVE PLAN

Effective enrollment growth plans:

- Provide for curriculum and scheduling that meet community's needs and support the *California Master Plan for Higher Education's* primary community college goals of transfer and occupational education, and the essential basic skills offerings.

- Avoid barriers to the recruitment and retention of underrepresented groups and at-risk students.

- Avoid creating any arbitrary barriers to access.

- Remain sensitive to the college's responsibility to respond to the needs of its community.

- Remain responsive to the goals and mandates of required categorical programs.

- Avoid actions that could generate a significant downward spiral in enrollments.

PUTTING TOGETHER THE PLAN

- Use a shared governance approach in developing and implementing the plan.

- Review and respond to the college's goals, objectives and educational master plan.

- Look for ways to reduce current expenditures and generate new sources of income.

- **Keep the staff, students and community involved and informed.**
- **Anticipate and plan internal and external public relations aspects of implementing an EGM plan.**
- **Analyze the impact on programs and services.**
- **Honor contractual agreements with staff and students.**
- **Build a review and monitoring component into the plan.**

ENROLLMENT GROWTH MANAGEMENT
LEGAL AND COMPLIANCE ISSUES

Before starting an EGM plan, review relevant sections of the Education Code and Title 5. The following are suggestions, only. You are advised to consult legal counsel before making decisions.

Review the following pertinent sections of the Education Code and Title 5:

Education Code § 76000, 78031-32, *Admission to College*

Education Code § 78401, *Admission to Programs*

Title 5 § 55520 ff. describes matriculation regulations which preclude using "any assessment instrument, method or procedure to exclude any person from admission to a community college."

Title 5 § 56232 ff: EOP&S

Title 5 regulations provide for priority registration for EOP&S students.

Title 5 § 58100-58110

Title 5 § 58106 identifies factors that justify limiting enrollment. These include: prerequisites, health and safety considerations, facility limitations, faculty workload, availability of faculty, funding limitations, constraints of regional planning and statutory or contractual requirements.

Title 5 § 58108 regulations permit enrollment priorities based on "special registration assistance" for disabled and disadvantaged to provide equal educational opportunity, and a priority system for student enrollment that is established pursuant to legal authority of the local board of trustees.

Title 5 regulations prohibit establishing enrollment priorities by restricting enrollment to "specialized clientele," applying prerequisite activities in a nonuniform manner and using nonacademic requisites.

Local boards may adopt enrollment priorities. Criteria for local board approved enrollment priorities include:

a. Meeting valid skill and/or course prerequisites
b. Affirmative action
c. First come, first served
d. Use of a lottery to govern order of registration
e. Preference to continuing students
f. Preference for students needing basic skills
g. Preference for those who have fewer than two years of college credit and are pursuing transfer or occupational objectives
h. Preference for district residents in impacted programs

ENROLLMENT GROWTH MANAGEMENT PLANNING AND PARTICIPATION

Increased enrollments and reduced funding have created a need for community colleges to develop processes for making decisions about enrollment growth management and for the development of an enrollment growth management plan.

AREAS	STRATEGIES	QUESTIONS
Responsibility and Authority	Identify constituencies and authority line to be included in the planning and implementation process	What segments of the college community should be included in the decision-making process? To whom should this group report?
Participants	Select participants for process who are both representative of constituencies and who have an interest in the outcomes of enrollment growth management	How should individuals be selected for participation in the decision-making process? How long should members serve?
Role of Curriculum Committee	Review curriculum areas that could be impacted by enrollment growth management; e.g., prerequisites, repeatability, placement in basic skills, number of units in degree patterns.	What responsibility should the Curriculum Committee bear in reviewing the curriculum for enrollment growth management proposals?
Collective bargaining	Review agreements for elements that could impinge on enrollment growth management plans; e.g., class size.	What institutional obligations to collective bargaining agreements need to be considered in decision-making?
Staff development	Consider using staff development time to educate the college community about enrollment growth management issues.	How can staff development be used to enhance understanding of and involvement in enrollment growth management planning?

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Type of plan	Consider the need for short-term as well as long-term plans. For multi-college/campus districts, consider whether one or more plans will be needed.	What form or design of an enrollment growth management plan would prove effective for the institution? What are the goals of the enrollment growth management plan? Does the enrollment growth management plan take into account the potential for a "downward" spiral in enrollments?
Magnitude of problem	Review effects of enrollment growth management on the institution's ability to provide services.	Is enrollment growth having a negative impact on the budget? How does increased enrollment impact the quality of the program? What internal costs can be reduced or better managed?
Institutional Goals and Objectives	Consider the impact of the enrollment growth management plan on the institution's mission.	Does the enrollment growth management plan support the goals of offering transfer and occupational education and basic skills? Does the enrollment growth management plan support student services?
Recruitment and Retention	Evaluate the institution's practices in recruiting and retaining students.	Does the enrollment growth management plan enhance the college's efforts to recruit and retain underrepresented and at-risk students?
Access	Evaluate the impact of enrollment growth management plan on access.	Does the enrollment growth management plan create any barriers for students? Is the enrollment growth management plan responsive to the needs of the community?

Public Relations	**Review the impact of the enrollment growth management plan on the college's image in the community.**	**How does the enrollment growth management plan relate to public relations within the community?** **What efforts are being made to inform the community about plans?**
Review of plan	**Assess the viability of the enrollment growth plan.**	**How are problems and people being affected by the enrollment growth management plan?** **How does enrollment growth management fit into the general planning processes of the institution?** **Are the stated goals of the enrollment growth management plan being achieved?**

ENROLLMENT GROWTH MANAGEMENT
MAINTAINING THE INSTITUTIONAL MISSION AND GOALS

The *California Master Plan for Higher Education* establishes a comprehensive mission for the community colleges. Local districts are responsible for implementing the mission to meet local student and community needs, in keeping with the requirements of the Education Code and Title 5.

AREAS	STRATEGIES	QUESTIONS
Quantity of offerings	Identify and consider educational needs of students and the local community.	What classes are/will be needed most? What are retention rates?
Productivity	Identify ways to improve productivity as a means of decreasing offerings.	When should the classes be offered? What classes can be added or deleted? What is the cost per FTES?
Balance offerings	Ensure offerings represent breadth	Are the college mission and goals satisfied? What classes must be offered for complete certificates/degrees?
Respond to local economics and labor market needs	Evaluate needs and compare to offerings	Which programs/classes need to be increased/decreased? What are projected needs?
Support services	Provide required range of support services	What services are requested/offered? What services are required by statute? Can resources be shared?

Limiting enrollment	**Identify factors that can be used to limit enrollment, e.g., prerequisites, health and safety considerations, facility limitations, faculty workload, availability of faculty, funding limitations, constraints of regional planning, statutory or contractual requirements**	**What factors justify limiting enrollments?**
Enrollment priorities	**Identify prohibited and permitted criteria for establishing enrollment priorities, e.g.:** **Prohibited - Specialized clients; prerequisite activities not uniformly required; nonacademic requisites** **Permitted - Special registration assistance to disabled and disadvantaged to provide equal educational opportunity; priority system established pursuant to legal authority of Board of Trustees; non-evaluative selection techniques** **Identify proposed criteria for priority course enrollment, e.g.: Meeting valid skill and/or course prerequisites; affirmative action; first come/first served; lottery to govern order of registration; preference for continuing students; preference for students needing basic skills; preference for those who have less than two years of college and are pursuing transfer or occupational objectives; preference for district residents in impacted programs.**	**What criteria in regulations can be used to establish enrollment priorities?** **Are these regulations being interpreted correctly?** **What criteria have been or may be proposed for priorities in course enrollment?**

Policies and procedures used to limit enrollment	**Adopt policies and establish legal, fair and equitable procedures and priorities for limiting enrollment.**	**Who will develop proposed policies and procedures?** **Will there be an appeals process for students?**

ENROLLMENT GROWTH MANAGEMENT
ACCESS AND DIVERSITY

In discussions of enrollment growth management, the greatest concern is that strategies should not discourage or limit access to those most in need of community college education, particularly those from underrepresented groups.

AREAS	STRATEGIES	QUESTIONS
Keeping the "open door"	Develop priorities for enrollment. CONSIDER: ·first-time students ·continuing students matriculation status ·students needing retraining ·those with fewer than 60 units with transfer or occupational objectives ·district residency for impacted programs ·affirmative action or "protected class" students ·students needing basic skills ·students redirected from baccalaureate institutions Consider developing an appeals process for the enrollment priorities. Consider options, e.g., first come, first serve, or a lottery approach.	How well do the priorities match the mission and goals of the college? How do the priorities impact students' progress toward degrees? How will the priorities be monitored? What impact does establishing priorities have on the composition of the student population? Did priorities produce the intended results?

Support for diversity and equity	Improve practices that support equity. CONSIDER: ·Assigning a high enrollment priority to targeted groups; ·maintaining or increasing targeted recruitment and retention programs; ·ensuring that the curriculum reflects multicultural issues and meets the needs of underrepresented students; ·continuing staff development programs that enhance the college's receptiveness and support of underrepresented groups.	Does the student population reflect the community population? How has student ethnicity and racial composition changed as a result of enrollment pressure and fiscal uncertainty in the last three years? How well do targeted programs work? What are the factors that lead to success? What is the perception of the campus climate for equity by the community, staff and students? What factors in the college lead to success in recruiting and retaining underrepresented students and how can the campus capitalize on those factors?
Fees and college costs	Review discretionary fees. Consider soliciting local community generated financial support for students. Publicize availability of financial aid.	How much does the process for obtaining and availability of student financial aid impact enrollment? How do fees impact enrollment?
Registration policies	Consider putting a cap on the number of units in which students may initially register to reduce "shopping" for classes. Strengthen matriculation and prerequisite checking. Examine the relationship between late registration and retention. Consider limiting late enrollments.	What are patterns in the add/drop rate during early registration? Do they impact access to classes? How does matriculation impact access and perception of access? Is retention adversely impacted by late registration? How does matriculation and prerequisite enforcement impact student success? What is the relationship between lateness of enrollment and retention?

Monitoring access	**Consider incorporating quick feedback systems to identify and prevent a downward spiral or ripple effect when controlling growth in one area.**	**Do the strategies and priorities address the target populations?** **What are the perceptions of the community related to the enrollment growth management or priorities?**

ENROLLMENT GROWTH MANAGEMENT
RECRUITMENT AND MARKETING

Key issues of enrollment growth management include who will be recruited and how the college will market itself in the community.

AREAS	STRATEGIES	QUESTIONS
Outreach priorities	Target underrepresented populations. Review practices relating to high school students, such as advance placement. Review enrollment of seriously underprepared students.	Does the student population reflect the demographics of the community? What is the size of the population of the underrepresented in the community? In the local high schools? What is the impact on enrollment of accepting advance placement credits? What college resources are used by seriously underprepared students? What other educational services are available within the community to serve the seriously underprepared student?
Target mailing	Determine which groups should receive college mailings; e.g., should class schedules be mailed to all households in the college service area?	Do groups targeted by mailings reflect your enrollment priorities? What target groups should receive special mailings of class schedules?
Public relations	Develop plans to anticipate negative public reactions to college policies on enrollment. Review relationships and communications with high schools. Disseminate information on enrollment policies to local high schools, community groups and businesses.	How can the college provide the community with information about enrollment growth management? Are the appropriate groups adequately informed?

ENROLLMENT GROWTH MANAGEMENT - SCHEDULING

Build a schedule that incorporates enrollment growth management strategies, while reflecting the priorities of the institution.

AREAS	STRATEGIES	QUESTIONS
Class availability	Identify what the problem really is (e.g., are there not enough classes that students need to take, or are the available classes not offered at a time desired by students?)	What classes are most in demand by students, and at what times?
Focus	Ensure that the classes which are offered target the program elements determined to be the most vital to the institution.	What classes are "musts" in order for the institution to best meet its mission?
Class size	Evaluate the consequences to the overall program of running sections with lower enrollments.	Which classes must be run with lower enrollments and which can be increased?
Academic calendar	Review and evaluate the academic calendar to determine whether or not to offer intersessions and/or summer sessions.	What is the relative cost of offering intersessions and/or summer sessions?
Contract education	Consider offering contract education as an alternative way to deliver instruction.	What is the feasibility of offering contract education? What are relations to enrollment opportunities?
Block Scheduling	Consider scheduling classes in time blocks as a way to assist in retention of students. Consider offering students the opportunity to take a full schedule of classes in short blocks of time (e.g. 2 or 3 days per week).	What time blocks are appropriate for specific programs? What programs are adaptable to offering 2 or 3 day block schedules?
Open Entry/Exit	Consider developing open entry/open exit curricula so that students do not have to enroll in more classes than necessary.	What courses are appropriate to consider as open entry/open exit?

Multiple sections	**Consider ways to offer multiple section courses more efficiently without affecting quality.**	**What are effective class sizes for different disciplines?** **What additional instructional methods are possible?**

ENROLLMENT GROWTH MANAGEMENT FOR CONTINUING STUDENTS

In reviewing and implementing enrollment growth management strategies, colleges should consider both new and continuing students. A number of strategies can be followed to impact current students.

AREAS	STRATEGIES	QUESTIONS
Probation; disqualification	Monitor and follow current regulations	Are current practices in keeping with the Ed. Code, and college mission, goals and procedures?
Student progress and course offerings	Assure that required second year courses are offered so students can progress, complete their individual goals and leave. Consider priority registration for continuing students to assist them in achieving educational goals in a more timely manner Monitor progress for those on progress probation; e.g., receiving an excessive number of "w's." Monitor progress for matriculated students with Student Educational Plans Strengthen evaluation and accountability on student progress in general	Does schedule accommodate continuing students? Are current progress/probation regulations appropriate? Followed? Should there be a stronger penalty for dropping classes or receiving a certain number of "w's"? Are students making progress on their educational plans? Will closer monitoring and stronger intervention generate more enrollment opportunities for others?
Enrollment limits	Consider setting a reasonable number of units as an enrollment maximum. Request a meaningful process for exceptions.	Do you have a process for limiting excess units? Is it followed, enforced and monitored? Is the current enrollment maximum appropriate? Does it open enrollment opportunities for others?

Repeatability	**Monitor repeatability controls; reduce exceptions**	**Are current repeatability regulations appropriate, in keeping with Ed. Code requirements and creating open enrollment opportunities?**

ENROLLMENT GROWTH MANAGEMENT
MAXIMIZING CURRENT RESOURCES

With limited college resources, attention shifts to doing more with less, or at least not losing ground. Unfunded enrollment growth impacts all areas of the college, as funds are shifted from other areas to provide additional classes and support services.

AREAS	STRATEGIES	QUESTIONS
Productivity	Investigate ways to improve productivity: Review course loading to insure maximum schedule efficiency. Consider reducing class offerings in low productivity areas of non-required courses. Reallocate full-time faculty openings in areas of high student demand and use part-time faculty in low demand.	What is the college/district level of unfunded FTES? What should be emphasized in the curriculum? Does it match the mission and goals? What are FTES and FTE ratios at program levels? What should they be, given the nature of the program? Where should full-time faculty be assigned for program purposes, and where might part-time faculty be more appropriate? What are actual student demands, as measured by schedule requests, wait lists, program needs, and matriculation data?
Alternative education strategies	Explore the use of educational technology such as classes on cable television and other distance learning options.	Is the instruction effective? Can more students be served well? Are the classes taught by distance learning appropriate for the mode? Will they transfer if necessary? Is there a long-term cost savings, even if there is a short-term expense?

Determine where contract education might appropriately replace regular offerings.	Increase the number of contract education courses in those areas required by business, industry and government.	Does contract education reduce the demand for regular offerings? Do the contract education courses continue to match the mission and goals of the college?
Facilities	Correlate room use with enrollment demands. Explore cooperative use of facilities, equipment and staff with business or other educational institutions and community organizations. Examine costs related to on and off-campus facilities.	What is the current room utilization? Are rooms being used to the maximum? What are the room and facility needs that might be provided through cooperative agreements, now and in the future? What are costs and potential for cost-savings?
Program and staff efficiency	Foster an "ethic" of efficiency by encouraging faculty and staff to continually examine processes to see if they can be improved. Consider contracting out some services that might be done more cost-effectively by others (bookstore, health services, cafeteria) Consider assuming some programs that could be done more cost-effectively in-house (graphics and printing). Consider moving adult education to K-12, if appropriate.	What methods/systems work are most effective both in outcomes and costs? What are the true costs of various programs and services? What are contract restrictions? What are staff moral implications?

Faculty/staff flexibility	**Increase the ability of staff and faculty to provide a variety of services through:** **Providing opportunities for faculty and staff to increase their ability to be more responsive to changing needs.** **Developing incentive programs for increasing efficiency.**	**Where are the current and future needs for faculty and staff development?** **Which faculty and staff may benefit from and desire additional training?** **What incentives are effective in increasing efficiency?**

ENROLLMENT GROWTH MANAGEMENT
DEVELOPING ADDITIONAL RESOURCES

Since the state is unable or unwilling to fund the current demand for community college education, districts are exploring other methods of securing funding or increasing resources.

AREAS	STRATEGIES	QUESTIONS
Fees and fee-based instruction	Consider moving selected courses in the "life-long learning" categories to community service.	What is the student profile in "life-long learning" courses? Does the profile support moving some offerings to community services?
	Increase community education unit fee-based courses and programs for professionals.	What community education unit programs are needed by professionals in the community? Is it appropriate for the college to offer them? Are they available elsewhere?
	Consider increasing contract education offerings.	What contract education courses are needed by business and industry?
	Consider adding or increasing discretionary fees or charges such as parking, class schedules, etc.	What will be the impact of discretionary fees on the students? Would they be a barrier to enrolling high priority students?
Resource development	Apply for additional local, state and national grants to support special programs.	What grants and grant sources are available that match the community college mission and institutional goals? Who can help do this?
	Work with local businesses, industry, and organizations to seek support for programs, equipment and services.	
	Consider an enhanced endowment program, developing a foundation, reaching out to alumni, local citizens, regarding land, bequests, and other resources.	What are the needs the college has that would appeal to alumni and citizens? How can those best be communicated?
	Review the investment practices of the institution.	Are there alternative ways of generating investment income?

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ENROLLMENT MANAGEMENT: OUR PROCESS

AT NAPA VALLEY COLLEGE

Presented by

Dr. Diane Carey, President
Dr. Ed. Shenk, Dean, Student Services

ENROLLMENT MANAGEMENT WORKSHOP
Hyatt Regency, Burlingame
March 31, 1992

ENROLLMENT MANAGEMENT TEAM

Dr. Diane Carey, Vice-President, Instruction, Co-Chair

Dr. Ed Shenk, Dean Student Services, Co-Chair

Dr. Chuck Ely, Vice-President, Business and Finance

Delores Smith, Assistant Dean, Admissions and Records

Dr. George Hagen, Lead Division Chair, (faculty)

Glen Bell, Dean, Instructional Programs
(responsible for schedule)

Penny Jue, Research Analyst

Susan Callahan, Credit Program Developer (responsible for schedule)

Eusebio Joves, Director, Decision Support Services (responsible for Management information System)

Dr. Tom Travis, Dean Community Education

Purpose and Goals of the Enrollment Management Team (AKA Tiger Team)

What is the purpose of the Enrollment Management Team?

The purpose of the Enrollment Management Team is to develop a management information system, to manage enrollment growth of the college to minimize unfunded ADA and to maximize college resources to realize the mission of the college.

Is the group a short-term task force or on-going team?

The group is an on-going team that will meet monthly to set ADA goals for Fall, Spring and Summer to study enrollment trends.

What are the important objectives and key elements of the enrollment management information system?

1. Set the ADA/FTES target each year for Summer, Fall and Spring.

2. Recommend goals and priorities of instructional offerings and student services needed to obtain enrollment goals.

3. Manage the number of sections needed to meet but not exceed the ADA/FTE target for the year.

4. Develop a system for Division Chairs to track the relation between:

   a. sections
   b. ADA/FTES
   c. WSCH/FTE - class size
   d. cost of part-time faculty
   e. load

   This system should be developed with Division Chairs so they "own" it, use it and understand it.

5. Develop a load report that incorporates accurate ADA/FTES, WSCH/FTE, cost and meets state requirements.

6. Study the information in the President's load study and the college's load study; make recommendations about eliminating duplication and ensuring consistency between the two reports.

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7. Develop a projection simulation capability so that the relation between the number of sections, class size and increasing productivity can be understood and projected.

8. Study current room utilization patterns to ensure that rooms are scheduled to full capacity to help the college qualify for additional facilities monies from the state and operate at maximum efficiency

9. Develop historical trend information to track our progress in ADA/FTES, WSCH/FTE and load and other relevant information.

10. Include non-credit as well as credit information in the system.

11. Develop better budget projections related to ADA/FTES, number of sections. Break part-time hourly costs down by division.

12. Develop a timeline for issuing enrollment reports to:
    a. Board of Trustees
    b. State
    c. Scheduling Office
    d. Community Services Office

13. Meet all requirements of State 320 Report, including ADA/FTES generated in leased facilities.

14. Develop a system to manage enrollment goals through student services, e.g. admission, priority registration, advertising, matriculation requirements.

15. Develop an educational package to share enrollment and ADA/FTES information with the college so that it is easily understood by the Board, faculty, division chairs and the rest of the community.

16. Develop definitions of academic courses non-credit courses, vocational courses, low cost courses, high cost of courses, first year courses, second year courses, as it relates to mission, section, size and importance.

17. Coordinate information needs with Title III MIS efforts.

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ENROLLMENT MANAGEMENT: OUR PROCESS

Set an overall goal: **Manage the number of sections and services needed to meet but not exceed ADA/FTES target for the year. Target set by Enrollment Management Team.**

FOCUS: THE CREDIT PROGRAM

Goal: Plan the number of instructional hours to meet ADA/FTES goal and where to use those hours most effectively

Methods: Provide division chairs in Credit Program with good historical data for the schedule-building process, including:

- Enrollment trends (by course) for the last six semesters; includes number of sections and total enrollments
- Classes canceled for low enrollment previous semester
- Classes with long waiting lists for previous semester
- High demand courses which closed early in registration process
- Worksheet to keep track of the hours added/deleted over the previous semester

Facilitate timely cancelation of low enrollment classes

- Identify, prior to first day of semester, classes which may need to be canceled for low enrollment; meet with chairs
- Follow through to ensure courses canceled when necessary

Cut back Summer credit program to preserve integrity of full-year program (courses for program sequences, etc.)

- Cut back courses in physical education/recreation
- Cut back on avocational courses to protect transfer and vocational areas

Move some credit classes to Contract Education (e.g., Fish and Game)

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FOCUS: THE NON-CREDIT PROGRAM

Goal: Use the non-credit program to provide flexibility in meeting target goal

Methods: Adjust non-credit program to save hours to be used for credit classes or add hours in non-credit to meet target goal, as necessitated by figures

- Cut back the number of scheduled non-credit hours
- Reduce length of Fall non-credit term to end prior to Thanksgiving, trimming characteristically poor attendance period
- Move some credit courses to non-credit program, e.g., short-term Computer Science courses
- Add noncredit hours on short notice in Spring, if necessary to meet target goals

FOCUS: STUDENT SERVICES

Goal: Develop a system to manage enrollment through student services, e.g., admission, priority registration, advertising, matriculation requirements

Methods: Work with Student Services Council and Matriculation Steering Committee to set priorities and registration timelines.

- Adjust registration hours to shorten walk-in periods and add more mail-in time
- Set priorities for matriculated student
- Maintain priority enrollment for EOPS and DSPS
- Curtail advertising during peak times and no advertising during late registration

FOCUS: COLLEGE MISSION

Goal: Continue to work towards closer match between the goals and mission of the college and the priorities established by our enrollment management processes

Methods: Minimize avocational courses to protect transfer and vocational areas, in line with set priorities

- Add courses in areas such as ESL, English composition, math to meet the mission of the college

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RESULTS/SUCCESSES

- Good decisions made on best classes to schedule to meet student demand
- Class size increased; WSCH/FTE increased dramatically
- Savings of between $200,000 - $600,000 per year realized from increased productivity (range reflects difference between cost of hiring part-time versus full-time instructors)
- Fewer cancelations, resulting in fewer disappointed students and reduction in early semester chaos
- Good acceptance of process by division chairpersons
- Improved management by division chairpersons of their schedules and faculty
- Improved articulation of college mission and its match to course offerings
- Improved projection of FTES
- Late enrollment minimized through earlier registration period
- Courses added in impacted areas, serving students while improving productivity

PROBLEMS/AREAS FOR IMPROVEMENT

- Quarterly reporting of FTES figures makes early prediction process difficult
- Actual FTES figures not available in time for early Spring schedule planning
- Fluctuation of FTES prediction figures, due to roster collection, positive hour estimates, etc., makes it difficult to plan Spring schedule, in particular
- Further education of faculty and campus community on the need for enrollment management and its goals
- More feedback to campus community on results of enrollment management
- Need for better methods to add sections in impacted areas once semester has begun to minimize loss of students due to unavailability of courses
- Waiting lists procedures which keep track of interested students, while giving students realistic expectations about chances of getting into class
- Examine carefully a target goal of "no unfunded ADA/FTES;" we found it's better to be a little over than under
- Examine the role of Student Services Programs in implementing plan, e.g., Financial Aid packaging priorities

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